EMJ MS
EUROPEAN MULTIDISCIPLINARY JOURNAL OF MODERN SCIENCE
https://emjms.academicjournal.io/index.php/ Volume: 7

Theoretical Aspects of Using the Technology educational Quest in Elementary School

Muminova Nodiraxon Jurayevna
Master's degree from Fergana State University

Abstract: This article is about a role of quest technology in educational process. There is given the research of creation quest technology, moreover it describes its types and features of using quest technologies in learning.

Keywords: quest technology, method, communication, interactive, task, development, ability.

Nowadays the process of the emergence of new knowledge is accelerating, there is a constant need for continuous improvement of the quality of education, the transition to digital technologies. Information competence plays a key role in solving these problems. Children who were born in modern period, develop and learn in an environment rich in information and communication technologies and digital devices. It is for this reason that it is necessary to make full use of new opportunities – the information potential of the Internet-at the first stage of learning.

From the first days of school, we teach children to work with different sources of information, as working with text, graphics, audio, multimedia, and digital information is becoming a necessary meta-subject skill in our time.

Teachers often face the task of how to organize educational activities in such a way that it corresponds to modern realities. One of these pedagogical technologies can be called the educational quest technology.

Participation in the quest contributes to the formation of communication universal learning activities among its participants, which stimulates the need for communication. The use of quests allows teachers to move away from traditional forms of interaction between participants in the educational process and significantly expand the scope of the educational space.

For the first time the concept of "quest" appeared in computer games in the last century. Kicherova, G. Z. Efimova writes that this concept refers to various types of on-line and off-line computer games ("RPG games"), where in the presented interactive story with the hero or heroes, the player must search for something, solve a puzzle or find the only correct solution in a certain situation to reach the goal at any moment of the game. to the next stage.

In the mid-90s of the last century, B. Dodge and T. March (USA, University of San Diego) developed the concept of web quests for educational purposes. University professor B. Dodge introduced the term "WebQuest "in 1995. B. Dodge suggested using a certain search engine in the learning process, which was supposed to find a solution to the problem with passing through intermediate stages, at each of which it was necessary to perform some action or find a key to reach the next level T. March considered the web quest in the aspect of cognitive psychology, based on the works of L. S. Vygotsky on the "zone of proximal development" and defined the web quest as an educational structure that uses links to important resources

on the Internet and an authentic task in order to motivate students to explore any problem with an ambiguous solution with the help of a computer program. the goal is to develop students ' ability to work both individually and in a group, during the search and transformation of information.

B. On his personal website "QuestGarden", Joj presented 30,000 online developments of web quests; this resource has been translated into ten languages (Spanish, Portuguese, Catalan, French, German, Italian, Dutch, Greek, Arabic and Indonesian).

A web quest is considered as:

- a site on the Internet that students work with when performing a particular educational task[1];
- a special website aimed at solving the educational problem with the search for necessary information on the Internet, which must necessarily include technical support for the preparation and provision of the final product, as well as include didactic tasks of a problem nature[2];
- information and communication technology, which is a didactic structure that uses special computer programs, information capabilities of the Internet both during the execution and presentation of the result of the quest, and the exchange of opinions of communication participants[3];
- interactive educational environment created by the teacher[4];
- intellectual type of gaming activity[5];
- problem task with elements of a role-playing game that uses Internet information resources[6].

We are interested in looking at the E. A. problem.Igumnova, I. V. Radetzky, M. V. Ilyushina, who note that station games developed by I. P. Ivanov are very often referred to as" live " quests, but a station game is different from a quest, where tasks are united by a common goal and interrelated, it is impossible to complete the next task without completing the previous one. The quest presents the student with a problem that needs to be solved.

Theoretical and practical substantiation of the use of quest technology in the modern educational process belongs to the scientists: Y. S. Bykhovsky, B. Dodge, G. Z. Efimova, G. S. Isakova, E. A. Igumnova, M. N. Kicherova, T. A. Kuznetsova, N. V. Nikolaeva, I. N. Sokol.

The quest can be designed for both group (3-5 people each) and individual work and will develop competitiveness and leadership among schoolchildren[7].

As a result of the analysis of scientific and methodological literature, we have identified the differences between team and group work. A comparative analysis of group and individual work is presented in Table 1.

[1]Ya. S. Bykhovsky, G. S. Isakova, E. M. Shulgina, G. L. Shamatonova
[2]E. A. Igumnova, I. V. Radetskaya
[3]A. A. Vlasova, Yu. N. Zarubina, A. A. Karavka, G. L. Shamatonova
[4]T. A. Kuznetsova
[5]G. Z. Efimova, M. N. Kicherova
[6]A.V. Yakovenko
[7]Ya. S. Bykhovsky, N. G. Budanova, A. A. Vlasova, Yu. N. Zarubina, G. L. Shamatonov

Table 1-Comparative analysis of group and team work

Group	Team
Team members believe that they were brought together for convenience, each works independently of the others, sometimes at odds with the rest	Team members are aware of their interdependence. They do not spend time fighting for a "place in the sun" or trying to succeed at the expense of others
Team members are self-focused, not involved in group planning Team	Membersare committed to goals that they themselves have defined and formulated
Group members do not understand the role of others	Team members work in an atmosphere of trust, open expression of ideas and opinions is encouraged When disagreeing,
Team members are told what to do without asking for their opinion on how best to solve the problem	Each team member invests their knowledge and talent in achieving common goals

We are interested in the research of N. G. Budanova, V. V. Schmidt, N. A. Nikolaeva, E. A. Igumnova, I. V. Radetskaya, A.V. Yakovenko, who describe quest technology as a project-type technology, because the student needs to have the skills of searching and analyzing information, the ability to store, transmit, compare, and on the basis of It is necessary to justify new knowledge, i.e. students receive educational " products "(from solving the problem in the form of an answer to a question to creating multimedia presentations, videos, websites, booklets, etc.).

Please note that the quest has a clearly defined didactic task, a game plan, a leader (mentor), clear rules, and is implemented in order to expand and deepen students ' knowledge and skills.

O. V. Pankova notes that quest technology first of all immerses the child in the educational environment, allow you to interest the child by creating a process similar to a game with active search on the Internet or other sources, such as textbooks, didactic materials, posters, presentations, developments, etc.

E. A. Igumnova and I. V. Radetskaya in their research understand an educational quest as an integrated technology that combines the ideas of the project method, problem-based and game-based learning, team interaction and ICT, combining a purposeful search for the main problem and a series of auxiliary tasks with adventures and a game based on a specific plot. Scientists have developed a technological map of the educational quest in the logic of research learning technology (from the problem statement by teachers to the ways to solve it, the presentation of the result by students and reflection) (Table 2), which became the basis for us when developing quests.

We agree with the authors that modern educational quests should take into account all types of knowledge and their structural components, which will ensure the success of the implementation of educational standards.

Table 2-Technological map of the educational quest (based on the research of E. A. Igumnova, I. V. Radetskaya)

Structure elements	**Quest development requirements**
1	**2**
Title	It should be concise, attractive, and original.
Quest focus	Indicate the subject of study or one of the areas of educational activity as a priority-patriotic, environmental, aesthetic, etc. (monoquest) or a group of academic subjects and a set of educational directions (interdisciplinary or complex quest)
Goal and objectives	The goal is generalized and should be diagnostic. When defining goals and objectives, the reference point is educational standards
Duration	An educational quest can be designed for one lesson, a series of lessons, a week, a camp shift, or any other time period (short or long).
Age of students/target group	Taking into account the age characteristics of students (preschoolers, primary, primary or high school students, young people, adults) and their educational needs, including health specifics, interests
1	2
Legend	A legend is a fictional story about events or personalities that precedes the start of the game. When developing it, creativity is encouraged: exaggerating events, changing famous characters, etc. So, thanks to imagination, you can find yourself in any place or create a planet in the quest
Heroes ' Quest	The authors of the quest offer a list of heroes and their characteristics. Quest characters can be either completely fictional or real. The choice of roles of quest participants is prescribed by the rules: drawing lots, dividing by any sign, depending on the purpose and content of the quest
Main task/ main idea	The main task should be of a problematic nature. When developing the main task, you can take into account the types of tasks by J. E. Farreney. Creativity and inspiration will help you diversify your task types
Plot and promotion	The plot is a series of events in the game (the basic scheme), for example, a sequence of stages, stations, for passing through which promotion rules are developed, and bonuses or penalties can be applied (bonuses and penalties for elementary schools, preferably, should be spectacular). It is advisable to include traditional elements in the plot: exposition, beginning, development of the action, climax and denouement. The plot is limited in time both in historical terms (the game can take place in any historical era), and physically (see the item "Duration")

1	2
Structure elements	Quest Development Requirements
Tasks / Obstacles	In order to promote participants along the quest plot, along with the main task, the organizers usually develop additional tasks of various types; it is desirable that among them there are various types of problem situations
Yandex. Navigators	Various hints, placemarks, and landmarks that help organize a purposeful search for children, aimed at solving both the main and additional tasks, which were issued by the quest organizers
Resources	To complete the quest, students can be offered various resources by the organizers: references, including Internet sources, educational websites; multimedia presentations; videos, including social ones; electronic gadgets; videos, devices and materials, etc.
Criteria for evaluating student performance	Criteria are developed by the teacher depending on the type of tasks offered and the educational "product" being performed. So, for developed multimedia presentations, studies, etc., you can find requirements in the literature and introduce them to students in advance

1	2
The result of the ques - tion is an educational "product" and reflection	The result should correspond to the completion of the main task, for example: a problem is solved, a riddle is solved, a discovery is made, and so on. An educational "product" can be a social video, booklet, research results, and so on. Reflection is organized by the teacher both in various aspects (cognitive, emotional-value, volitional and social), and with the use of various techniques (reflexive screen, self-assessment of work, "emoticons", etc.). The choice of reflection options depends on the goals and objectives of the quest

I. A. Ovcharenko's clarification is worth noting that the quest can be created both within the lesson and in extracurricular activities; it can be aimed at obtaining new knowledge on the subject, or it can enrich or generalize, deepen the information received by students, and allows you to consider several interrelated problems at the same time.

When designing an educational quest, the teacher must take into account the type of quest. Depending on the plot, quests can be:

- ✓ linear (the game is built along a chain: after completing one task, children get the next one, and so on along the entire route).
- ✓ assault missions (players receive a basic task with a list of hint points, but they can choose their own ways to solve problems).
- ✓ circular (a" linear " quest, but closed in a circle, where teams start from different points that will be the finish line for them).

Depending on the time frame, quests can be short-term (one or two classes) or long-term.

We understand quest technology as an interactive integrated pedagogical technology that

allows us to cooperate with developing, research, information and communication and gaming technologies, where knowledge and its structural components are taken into account in accordance with the Federal State Educational Standard, in order to achieve certain educational goals and is focused on taking into account individual abilities of students, developing them as active subjects of the pedagogical process.

An educational quest is a problem - based or research-based form of conducting a class that combines techniques of different learning models, combines a purposeful search for solutions to step-by-step problem tasks with adventures and (or) a game based on a specific plot, and allows you to ensure the child's self-education and self-development.

We consider it necessary to highlight the positive aspects of using quests in education:

1. Increase students ' motivation.
2. Developing mindfulness, the need to notice details.
3. The lesson material is remembered better, due to the large emotional coloring.
4. Formation of the ability to work in a group or team.
5. The ability to adjust the complexity of tasks and focus on any age and topic.
6. No high resource requirements are required.

As a result of the literature analysis, we consider it necessary to highlight some features of working in the web quest technology.

Before dividing the students into teams, the children get acquainted with general information on the topic being studied, so the students are immersed in the problem of an educational quest.

The teacher selects Internet resources and formulates tasks, game situations, and problem situations so that each team gets acquainted with only one problematic aspect of the topic.

After studying, discussing, and fully understanding the specific problem in each team, students regroup so that the newly formed teams have one representative from each primary team.

During the discussion, all participants in the quest will learn from each other all aspects of the problem being discussed.

In such a discussion, students should express their own opinion, draw conclusions, and predict the further possible course of action (if this is acceptable).

During the web quest, students must answer one general question of a debatable nature by studying the material and discussing it.

Today, the following types of tasks are more often used when conducting web quests:

- retelling – demonstrating an understanding of the topic based on presenting materials from sources suggested by the teacher in a new format: creating a video presentation, poster, or story.
- planning and design – development of a plan or project based on specified conditions.
- compilation – changing the format of the received information: creating a clamshell book, a virtual exhibition, a time capsule, a poster report, a fairy tale, etc.
- creative task – creative work in a particular genre - creating a poem, picture, poem, song, or video.

- puzzle, mystery story, riddle, rebus;
- evaluation – substantiation of your point of view.
- educational research is the study of various phenomena, discoveries, and facts based on unique online sources.

References:

1. Bykhovsky, Ya. S. Educational web quests [Electronic resource]. – URL access mode: http//www.ito.edu.ru/ 1999/III/1/30015.html .
2. Vasilenko, A.V. https://www.predmetnik.ru/conference_ notes/69
3. Dronova, M. V. Quest is one of the modern technologies of teaching preschoolers in the conditions of the Federal State Educational Standard UP to [Electronic resource] / M. V. Dronova. URL access mode: https://nsportal.ru/detskii-sad/vospitatelnaya-rabota
4. Egorchenko, V. V. Quest technology as a way to form the activity and independence of schoolchildren. // Collection of articles of the international scientific and practical conference "The problem of the process of self-development and self-organization in psychology and pedagogy" on February 17, 2018). – Sterlitamak: AMI, 2018. – pp.100-102. –ISBN 978-5-907088-89-4 – Text : direct.
5. Igumnova E. A. Quest-technology in education: studies. Po-sobie / E. A. Igumnova, I. V. Radetskaya.– Chita : ZabGU – 2016. – 164 p. – ISBN 978-5-9293-1735-4 – Text : direct.
6. Igumnova, E. A. Quest technology in the context of the requirements of the Federal State Educational Standard of General Education. [Electronic resource] / E. A. Igumnova, I. V. Radetskaya // Modern problems of science and education. 2016. – URL access mode: https://science-education.ru/pdf/2016/6 / 25517.pdf
7. Karavka, A. A. Lesson-quest as a pedagogical information technology and a didactic game aimed at mastering certain competencies [Electronic resource] / A. A. Karavka // Online magazine "World of Science" – Issue 3 (July-September)-2015.URL access mode: http://mir-nauki.com/PDF/45PDMN315.pdf
8. Kozlova, N. A. Technology of the educational quest in primary education: an educational and methodological manual / N. A. Kozlova; E. V. Frolova, S. N. Fortygina South Ural State
9. Humanitarian Pedagogical University. – [Chelyabinsk] : South Ural Scientific Center of RAO, 2020. – 46 p
10. Kicherova, M. N. Educational quests as a creative pedagogical technology for students of a new generation [Electronic resource] / M. N. Kicherova, G. Z. Elfimova // Internet journal "World of Science" 2016, Volume 4, number 5 URL access mode:http://mir-nauki.com/PDF/28PDMN516.pdf
11. Karavka, A. A. http://mir-nauki.com/PDF/45PD MN315.pdf
12. Kuptsova, O. V. The use of QUEST technology in primary school [Electronic resource] Access mode - https://docviewer .yandex.ru/
13. Kozlova, N. A. Productive activity as a means of forming cognitive activity of younger schoolchildren / N. A. Kozlova, E. F. Vertyakova S. N. Fortygina // Scientific notes of the P. F. Lesgaft University. 2019. No. 10 (176). pp. 170-173.
14. Lechkina, T. O. Technology "quest-project" as an innovative form of education // Science and education: new time. 2015. – 1 (6). – pp. 12-14. Maliy, E. Yu. Quest-game – modern

gaming technologies in OU [Electronic resource] / E. Yu. Maliy. URL access mode: https://multiurok.ru/files/priezientatsiia-k-sieminaru-praktikumu-kviestighr.html

15. Technology of educational quest in primary school [Electronic resource]. Access mode: B81C01A7FF099302E7186DDF948FA9AA
16. Ibragimovna, T. I. (2021). LEGAL AND REGULATORY FUNDAMENTALS OF REFORM OF PRESCHOOL EDUCATIONAL INSTITUTIONS IN UZBEKISTAN.
17. Makhmutovna, T. K., & Ibragimovna, T. I. (2020). Specific features of the pedagogical process focused on increasing the social activity of youth. *Asian Journal of Multidimensional Research (AJMR)*, *9*, 6.
18. Tuychieva, I. (2015). The concept of pedagogical innovation in modern education. *The Advanced Science Journal*, 87-90.
19. Tuychieva, I. I. (2018). Mechanisms Ensuring Children’s Thought Activity Development at Preschool Education Process. *Eastern European Scientific Journal*, (6).
20. Tuychiyeva, I. I. (2017). Question of Using Linguo-cultural Material for Learning Native Tongue in Professional Colleges. *Eastern European Scientific Journal*, (4), 84-88.
21. Urinova, N., & Abdullaeva, N. (2020). Opportunities for formulating research skills for higher education students. *Молодой ученый*, (11), 193-195.
22. Ахмедов, Б. А. (2020). Сиддиков Бахтиёр Саидкулович, Джалалов Бахромжон Бегмурзаевич МОДЕРНИЗАЦИЯ ОБРАЗОВАНИЯ-ОСНОВНОЙ ФАКТОР В ФОРМИРОВАНИИ ИННОВАЦИОННОЙ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ. *Academy*, *9*, 60.
23. Джалалов Б.Б. (2016). МЕСТО И РОЛЬ ВОЗДЕЙСТВИЯ ВОСПИТАНИЯ В ПОВЫШЕНИИ ОБЩЕСТВЕННОЙ АКТИВНОСТИ УЧАЩИХСЯ. Ученый XXI века, (5-1 (18)), 38-41.
24. Джалалов, Б. Б. (2020). ЁШЛАР ИЖТИМОИЙ ФАОЛЛИГИНИ ОШИРИШНИНГ НАЗАРИЙ МЕТОДОЛОГИК АСОСЛАРИ. *Педагогика ва психологияда инновациялар*, *10*(3).
25. Джалалов, Б. Б. (2022). BO ‘LAJAK O ‘QITUVCHILARNING INNOVATSION KOMPETENTLIGINI SHAKLLANTIRISHDA SMART-TA’LIMNING IMKONIYATLARI. *УЧИТЕЛЬ*, *3*(4).
26. Сиддиков, Б. С., & Джалалов, Б. Б. (2016). ЗАДАЧИ РАЗВИТИЯ АКТИВНОСТИ МОЛОДЁЖИ С ПОМОЩЬЮ ПЕДАГОГИЧЕСКИХ ТРЕНИНГОВ. *Ученый XXI века*, (6-2).
27. Туйчиева И.И., & Ганиева Г.В. (2016). ХАРАКТЕРИСТИКА ПРИНЦИПОВ ПЛАНИРОВАНИЯ РАБОТЫ ПО РАЗВИТИЮ РЕЧИ. Ученый XXI века, (11 (24)), 48-53.
28. Туйчиева, И. И. (2019). ВОПРОСЫ ОБЕСПЕЧЕНИЯ АКТИВИЗАЦИИ МЫСЛИТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ ДЕТЕЙ В ПРОЦЕССЕ ДОШКОЛЬНОГО ОБРАЗОВАНИЯ. In *PSYCHO-PEDAGOGICAL PROBLEMS OF A PERSONALITY AND SOCIAL INTERACTION* (pp. 22-25).
29. Уринова Н.М., & Байджанов Б.Х. (2016). СОЦИАЛЬНО-ПЕДАГОГИЧЕСКИЕ ОСОБЕННОСТИ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ К ВОСПИТАТЕЛЬНОЙ РАБОТЕ. Ученый XXI века, (4-2 (17)), 21-24.

30. Уринова Нилуфар Мухаммадовна, & Хусеинова Садокат Ботировна (2021). ТЕОРЕТИКО-ПРАКТИЧЕСКАЯ ПОДГОТОВКА БУДУЩИХ УЧИТЕЛЕЙ ГУМАНИТАРНОГО ПРОФИЛЯ К СОЦИАЛЬНО ОРИЕНТИРОВАННОЙ ВОСПИТАТЕЛЬНОЙ РАБОТЕ. Бюллетень науки и практики, 7 (5), 434-440.

31. Уринова, Н. М., & Таджибоева, Х. М. (2018). Педагогические основы развития социальной активности учащейся молодежи. In *INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PHILOSOPHY, SOCIOLOGY, HISTORY AND POLITICAL SCIENCE* (pp. 29-33).